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### Newsletter - January 1939

Prairie View State Normal and Industrial College

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A. CALENDAR -

- (a) Prairie View-Southern Methodist Game - Houston - January 2
- (b) Negro History Observance -
  - 1. Speeches of Negroes - Mrs. W. L. Wood - January 3
  - 2. Educational Facilities for Negroes -
    - Professor R. P. Perry - January 4
- (c) Unit Conference for Farmers - January 8-11
- (d) Faculty Debate - Mr. R. P. Perry - President - January 22
- (e) First Semester Final Examinations - January 27, 28 and 29, 1939

B. BASKETBALL SCHEDULE -

- (a) Prairie View - Houston - January 8-10
- (b) Prairie View - Mary Allen (Ark.) - January 12-14
- (c) Prairie View - ( )
- (d) Prairie View - ( )
- (e) Prairie View - Volume IX - January - Number 5
- (f) Prairie View - ( )
- (g) Prairie View - ( )
- (h) Prairie View - ( )
- (i) Prairie View - ( )

C. POSTOFFICE -

- NEWS LETTER -

Begin ( ) January 1, 1939, ( ) will  
become ( ) post-office - all will ( )  
stand ( ) in ( ) office will ( )  
center ( ) 1939. ( ) advantages

January - 1939

PRAIRIE VIEW STATE COLLEGE  
Prairie View, Texas

D. AND FINALLY -

There is need of a definite educational policy as based  
on humanity & justice towards people out of the world and  
problems of the people in the light of a changing social order.

*[Signature]*  
R. P. Perry  
President



## A CALENDAR -

- (a) Prairie View-Tuskegee Football Game - Houston - January 2
- (b) Negro History Discussions -
  - 1 Health of Negroes - Miss M L Hood - January 5
  - 2 Educational Facilities for Negroes -  
Professor R P Perry - January 6
- (c) Unit Courses for Farmers - January 9-19
- (d) Faculty Debate - Mr R P Perry - Chairman - January 22
- (e) First Semester Final Examinations - January 27, 28 and 30, 1939.

## B BASKETBALL SCHEDULE HERE -

- (a) Prairie View - Langston - January 9-10
- (b) Prairie View - Mary Allen (Girls) - January 13-14
- (c) Prairie View - Bishop - January 17
- (d) Prairie View - Wiley - January 23
- (e) Prairie View - Southern - January 27
- (f) Prairie View - Samuel Huston - February 6
- (g) Prairie View - Texas College - February 20
- (h) Prairie View - Tillotson - February 27
- (i) Prairie View - Houston College for Negroes - March 6

## C POSTOFFICE -

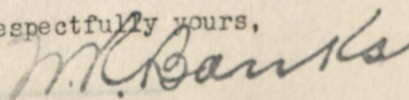
Beginning January 1, 1939, the college post office will become a sub-post office - all mail coming through Hempstead. The Prairie View office will be discontinued December 31, 1938. The change will make for these advantages:

- 1 Three deliveries of mail a day at -  
7:30 A M - 1:30 P M and 6:30 P M
- 2 The Local office here will handle and issue all Money Orders, Registered mail and C O D packages, etc.
- 3 All matters incident to US Mail service will be available at the campus Post Office.

## D AND FINALLY -

There is need of a definite educational philosophy as broad as Humanity; a dynamic curricula growing out of the needs and problems of the people in the light of a changing social order.

Respectfully yours,



W R Banks  
Principal



# MID-SEMESTER DEFICIENCIES First Semester, 1938

By  
W H Wiggins, Ass't Registrar

The present net enrollment of students attending college classes is 904. 475 or 52.5 percent of that number incurred deficiencies in one or more subjects, which is another way of saying that not even one of every two students here was able to succeed in all studies during the first nine weeks. Table I will show distribution by number of courses failed per student.

TABLE I  
Number of Mid-Semester Deficiencies Per Student  
First Semester, 1938-39

Number	Male	Female	Total
1 Deficiency	126	117	243
2 Deficiencies	77	68	145
3 Deficiencies	32	23	55
4 Deficiencies	15	8	23
5 Deficiencies	4	5	9
Total	254	221	475

High as the general percentage of failures is, it represents an improvement over both mid-semester figures for 1937-38:

<u>Nov - 1937</u>	<u>April - 1938</u>	<u>Nov - 1938</u>
57.4	55.6	52.5

In fact, as the above figures indicate, there has been constant improvement since November 1937.

Distribution of the deficient students by classes will indicate readily that the improvement was not contributed to by freshmen.



# NEW YORK STATE STUDIES

This group rose from a relation of 43.7 percent of total failures to 42.2 percent as against respective enrollment percentages of 36.1 and 41.5.

TABLE II

Statistical Summary Showing  
Classification of Failing Students

Class	Agriculture		Arts and Sciences		Home Economics		Mechanics Arts		Nursing Education		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Senior	9	0	9	6	0	4	8	0	0	3	26	13	39
Junior	17	0	17	9	0	28	10	0	0	4	44	41	85
Sophomore	23	0	14	22	0	30	7	0	0	0	44	52	96
Freshman	53	0	47	55	0	62	22	0	0	4	127	121	248
Uncl & Special	0	0	1	1	1	2	1	0	0	0	3	3	6
Grand Total	107	0	89	93	1	126	48	0	0	11	245	230	475

Eighty-two of the 248 freshman deficiency students were repeaters. The efficiency of new freshmen as a group was 33.8; of all freshmen, 37.6

Normal Progress	23.745	5.720
Slow Progress	19.247	6.612
Under Age	1.726	4.400
Normal Age	12.477	2.776
Over Age	12.305	2.113
GRAND TOTAL	44.205	11.321



## AGE GRADE PROGRESS STUDIES

### I

The facts obtained in an age grade progress study will throw light upon the causes of many situations that might otherwise be puzzling. The needed adjustment of pupils will vary from grade to grade, and the type of adjustment possible will depend upon the facilities and objectives of the school system. The types of assistance which pupils progress data can give are illustrated by the following examples:

### II

Age-grade statistics will show that pupils of many ages are found in the same grade. In the lower grades there are many relatively "old" pupils. In Group II alone, it will be noted that out of the total enrollment of 56,659 there are 30,435 "over age" children or 53%. The wide range of ages of pupils within a grade emphasizes the importance of planning work to suit the needs and abilities of the group.

### III

AGE GRADE PROGRESS TABLE  
SUMMARY

	White	Colored
Rapid Progress	2,666	1,023
Normal Progress	23,742	2,752
Slow Progress	19,857	6,619
Under Age	2,718	484
Normal Age	20,227	2,795
Over Age	23,320	7,115
GRAND TOTAL	46,265	10,394



KEY STATEMENTS

(Institute on Higher Education , Fisk University, Nashville, Tenn)

June 13 -- July 1, 1938

By

Dr F B O'Rear  
Columbia University  
New York

- 1 "Preparation for usefulness is a more desirable goal than preparation for leadership .... Colleges should help an individual discover his sphere of greatest usefulness."  
Mr H W Murph
- 2 "There is no such thing as 'The Standard College' ... Each college is obligated to stand on its own and to pursue objectives which it has arrived at through observation, study, and investigation." - Mr G W Morton
- 3 "Students need to learn how to oppose without alienating, and how to accept opposition without antagonism." -  
Miss D Burdine
- 4 "Scholastic mortality is unsound and disgraceful. Once a student is selected and admitted, he should be kept." -  
Miss A L Campbell
- 5 "It is the duty of the college to pick up where the high school left off, regardless to where that is." -  
Miss A L Sheffield
- 6 "Students are more often challenged by progress than by report of failure." - Mr T W Jones
- 7 "Challenging seems definitely tied up with six rights of the student which the college must respect: (1) functional material; (2) facilities for exploration; (3) choice; (4) placement according to level of ability; (5) sense of success; and (6) quo vadis." - Mr C L Wilson
- 8 "Education in a democracy should move inevitably toward the ideal of self-direction." - Mr O J Baker
- 9 "Personnel work is the duty of the whole faculty." -  
Mr R W Hilliard
- 10 "The principal areas in which a college should serve its students are health, housing, counseling, finance, records, and employment. These fields require specialists." -  
Mrs H B Owens
- 11 "Dormitory conditions may actually inculcate habits of slovenliness, especially among men students." - Mr H E Fuller.



STATEMENT NUMBER 1

- H W Murph -

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At a first glance the first section of this statement may appear to beg the question, in that an education for usefulness might possibly mean an education for leadership. For one's greatest sphere of influence might be found in the sphere of leadership. The leadership of the race will naturally emerge with those who demonstrate their ability to idealize, to visualize, and to realize. It is likewise important to remember that in the forward march of a race educated followers are as important as educated leaders.

If we are to see this challenging statement in its proper perspective, however, we must use as a background the conservative position in education in which the chief aim and objective is to turn out "ready made" leaders. A degree from such institutions constitutes a license to lead the "unlettered" masses. The gulf between the so-called leaders and the masses has widened as the scales have been tipped towards the educated group.

At last a new day has come. Leaders of the New Movement have been called upon to re-think their objectives. Institutions are called upon to bridge this ever-widening gap between the masses and the so-called "classes." We are thus called upon to assist the students through various techniques, skills, conferences, and vocational guidance programs in finding their spheres of usefulness, whether in the field of Agriculture, Mechanic Arts, Home Economics, Liberal Arts, Medicine, or what not, in order to bridge the gap between the masses and the "classes." The institution of higher education must operate as a service station to its constituency in helping individuals to prepare themselves to meet the basic needs of their communities.

Thus we conclude that our original statement is a truism, worthy of full acceptance.



STATEMENT NUMBER 2

G W Morton

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There can hardly be any disagreement with this statement if the term standard college means one set type of college with the same courses of study, the same objectives, and the same requirements for all who wish to attend. The idea embodied in the statement is a twentieth century idea, and is very largely American.

Mainly in this country have all sorts of human pursuits from the fine arts and the learned professions to the work of the janitor and the housemaid been permitted to wear the toga of academic learning. In former years everywhere, and in some countries even today, the practice was and is that the learned professions and the fine arts should be reserved for colleges, and the janitor and the housemaid were to receive their instruction either in apprenticeship or in schools graded below the level of higher education.

Everybody cannot and should not study the same thing; but the raising of the former apprenticeship pursuits to the dignity of the college plane and the rapid upspringing of the industrial, technical, and practical arts college over the land have given rise to the impression that these colleges are necessarily of low grade to meet the requirements of the low-grade people who are interested in these pursuits. The impression, of course, is erroneous, but it is widely held and is practiced to the danger point, so that it is likely to become the bane of education, particularly, in America.

A butler may lend as much dignity to his work as a maestro, and the requirements whereby he advances in his occupation may be just as rigid and exacting as those of the musician or the man of letters. The colleges, therefore, where these things are taught should be as exacting and as high in their requirements and standards as the liberal arts colleges and universities.

There is no such thing as the 'standard college'; but there must be the college of standards and the higher those standards, the better. Any other conclusion is the result of hasty study, careless observation, superficial investigation, and general near-sightedness.



STATEMENT NUMBER 3  
Miss D Burdine

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Many people naturally follow the path of least resistance, because it is easier to agree than to disagree. However, I wish to call your attention to some who may oppose and others who may exhibit an indifferent attitude toward a question.

A student may feel that to keep on best terms with those with which he desires to establish friendly relations, lest he may hurt or lose this person's good will toward him, will naturally agree. This student believes the only way to get the best of an argument is to avoid it.

However, if opposition is eminent, it may be handled in two ways: First, it may be handled bluntly, with little or no respect for the other person's opinion, as "you are wrong" thus, this puts his opponent on the defensive or arouses resentment. Second, it may be handled tactfully by beginning with praise and honest appreciation. Later, to be followed by "what do you think about this side of the question?" or, "well, I thought otherwise, but I may be wrong. Let us examine the facts."

Oftentimes, the student is prejudiced and biased in his opinion. In other words, he is led by personal opinion. The student should be made to feel he has a right to oppose, which is both desirable and necessary. But, that the personal element be eliminated. He may feel that to accept opposition means an alteration of his conviction, or, a reflection on his ability, judgment, pride and self-respect. He must be taught to feel that he has presented his side which may be accepted or rejected.

When he is right, his task is to win people gently and tactfully to his way of thinking; and, when he is wrong, if he is honest with himself, he must admit his mistake quickly and with enthusiasm. By fighting he will never get enough, but, by yielding he will gain more than he expected.

When the student has been convinced that people can't be forced or driven to change their minds, neither will they be forced or driven to agree, but that they may possibly be led to, if they are handled ever so gently and ever so friendly, then he will be able to accept opposition.



STATEMENT NUMBER 4  
Miss Anna L Campbell

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This statement is not without factual possibilities, and the crux of scholastic mortality is undoubtedly very definitely related to the twin problems of selection and admission. Educators have seen this connection and are seeking to eliminate the evil through improvement of selection and admission policies and procedures, widening the scope of curricular offerings to make for greater appeal to the student.

When colleges have so developed their processes of selection and admission that they can predict accurately a given applicant's degree of success as a student within their respective enrollments, and when colleges will accept or admit only those who are ideal material for their respective set-ups, and when everyone of college caliber is able to go to college, the unsoundness and disgracefulness of scholastic mortality will become perhaps more apparent.

For the present, however, and particularly in Negro State College, the admission and selection policies are noticeably underdeveloped, the only noteworthy selective factor being ability to pay, though the basis should be exhaustive information about the prospective student, namely, his health, intellect, achievements, social aptitudes, etc., and above all things the selection and admission policies should be in direct accord with the philosophy and objectives of the college concerned.

The more selective the college, the more right has that college to expect gifted material, and perhaps, the less right to expect to tolerate scholastic mortality. The following, however, are possibilities which occur to me in solution of this problem:

- 1 We can seek to improve placement devices and techniques so as to give students a fair start
- 2 We can concentrate on adapting teaching methods and material to the level of the students
- 3 We can aim toward greater individualizing of teaching

The main difficulty is that Negro colleges as a class are not able to be highly selective. There is a dearth of excellent high schools on the one hand, and a dearth of funds for college education on the other. The economically able are not always the intellectually or socially able or promising. College material is thus restricted in both quantity and quality at the source of supply.

In State Colleges, particularly, we must have numbers, appropriations are based on students enrolled. Larger and larger enrollments become the goal. Private colleges by force of competition from State Colleges join the student-getting parade.

It seems then, that under present conditions, the statement with which I began these remarks stands in need of revision. In applying it to Negro colleges, or any college which seeks to impress its benefactors with a larger student body each year rather than to choose its students with meticulous care, I should say "Scholastic Mortality may be unsound and disgraceful, but it is inevitable."



STATEMENT NUMBER 5  
Miss Annie L Sheffield

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While it is true that satisfactory meanings are sometimes gathered from the face-value of words in a statement, it is also true that faulty, stupid interpretations are frequently made by that procedure. The statement - that it is the duty of the college to pick up where the high school left off, regardless to where that is - becomes misleading and signals a futile battle of words, if considered apart from the total situation of which it is a single element.

If the college instructor, of large classes, is given assistants to help grade papers, to mimeograph stimulating material and do other routine jobs, then, education can be made highly individual and personal. Under these circumstances, the college can pick right up where the high school left off, although that point may be as low as scratch.

Of course, where education pays large consideration to individual and personal needs, every student admitted in the freshman year is not expected to earn a degree or a certificate in four years. When provided for as individuals, each student advances no faster than he is able to assimilate knowledge and to acquire skills. The time required for one to complete the work for which he wishes to prepare should be determined by each student's intelligence or aptitude plus his initiative and will to learn.

If the college instructor has no assistants and must work in harmony with that worn-out idea that all students must finish college in a set time, regardless to one's aptitude or special fitness, then, the sensible thing to do is to find out what level of achievement is possible for those students who seem to have a reasonable degree of intelligence and a fair background. Having in mind the level possible for each class, it becomes the instructor's duty to plan the work and to teach in such a way that learning can take place and the student will be conscious that what he is receiving has some continuity with his past educational experiences.

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Quoting from "How Children Learn" - By Freeman

Quote: "The consciousness of failure results in the drying up of the sources of one's energy entirely independent of one's desire or intention. Confidence is based upon previous success. However, one may endeavor to work up artificially a feeling of confidence, one is always influenced to some degree by previous failure or success in this particular sort of work, or in work in general.

Because of this fact, it is necessary that the work of the student be so managed that he shall possess the required degree of confidence in his ability." (End quote)

It is highly probable that, with most students, a report of failure results in a lack of confidence. Aggravate this state and a diseased mentality may be created that finds the acceptance of ANY challenge for progress impossible.

The acceptance of a failing report is the admission by the student that he has been weighed and found wanting.

Quoting again from the same reference -

Quote: "One who drives horses knows that in order to get from them the greatest effort to which they are capable, it is necessary to avoid trying to force them to pull at a load which is beyond their capacity. When they have once felt that the load is beyond their power, they cannot be induced to put forward their best efforts. This means that we should gauge the task which is set for the student, so that it is, as far as we can determine, within his ability to perform it."

Students who have failed in a portion of their work have been found to do better work if they were promoted than if they were made keenly conscious of their failure by being forced to repeat the grade or class. We may sum up the matter by saying that it is necessary to maintain the worker's good-will in order to get the full expenditure of effort.



STATEMENT NUMBER 7

C L Wilson

- 1 Functional Material - Material should be selected from life's situations with which the student is familiar, and the purpose and actual functions of the subjects are as important as the subjects themselves.
- 2 Facilities for Exploration - Adequate libraries, equipment, a variety of course offerings, and various activities should be available and provision made for the student to discover his interest and capacities through them.
- 3 Choice - Then from the experience and information gained in No 2, he should be given the opportunity to make a sensible choice.
- 4 Placement According to Level of Ability - It is highly important that students be placed with regard to their ability; failure to do so often results in lack of interest on the part of the one placed too low and it is discouraging to those placed beyond their educational levels.
- 5 Sense of Success - The curricula and teaching should be so planned and administered that the student is naturally aware of his progress at all times. Closely allied with this comes the last point -
- 6 Quo Vadis - The Latin expression meaning where do you go? This involves the entire spirit, program, and objective of the institution. The student has a right to understand clearly the purpose of the courses he studies and to what they lead.

It then becomes a challenge to our colleges to recognize the foregoing rights of students if they are to lay claim to a vital and functional educational program, one which stimulates students to do their best work.



STATEMENT NUMBER 8

O J Baker

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The best explanation that I have found is set forth in an article that appeared in the October, 1938 issue of Democracy has been described as a political system in which government is directly exercised or controlled by the people collectively. As Lincoln has said, it is "government of the people, by the people, and for the people." It presupposes that its members have the ability to choose the way they should go - to direct themselves.

The ability to make wise choices involves many qualifications, among them being: intelligence, information, good judgment, and the will to choose. Successful pursuit, then, of the democratic ideal depends greatly upon education. The school and any other institution concerned with the training of the citizen should strive to prepare him for effective and efficient self-direction, for the use of freedom without endangering freedom. To this end:

- 1 It will attempt to train him to use the tools of learning with readiness, precision and accuracy.
- 2 It will strive to teach him to study and to think without guidance from others; and, to keep an open mind.
- 3 It can endeavor to acquaint the individual with the major achievements of man and his, the individual's relationships to them.
- 4 It will attempt to lead him to develop a true appreciation for "honor" honesty, helpfulness, good will and cooperation".
- 5 It will strive to lead him to develop an active and abiding interest in the affairs of the social order in which he lives.
- 6 It will try to lead him to develop deep loyalties and enthusiasms for the ideals and institutions that men have found indispensable.
- 7 It will attempt to lead him to develop a true appreciation for religion.

In all cases it is necessary that all activities be non-credit. When we consider this vast task, perhaps, we will say that Personal Work is the duty of the whole faculty."



STATEMENT NUMBER 9

R W Hilliard

The best explanation that I have found is set forth in an article that appeared in the October, 1938 issue of "The Educational Record."

"What is Student Personnel Work?"

Quote: Student Personnel Work is the systematic bringing to bear on the individual student of all those influences, of whatever nature, which will stimulate him and assist him through his own efforts, to develop in body, mind, and character, to the limit of his individual capacity for growth, and help him to apply his powers of developing more effectively to the world."

The writer of the article defines the areas of personnel work as:

- 1 Student Orientation
- 2 Testing Activities
- 3 Counseling
- 4 Student Financial aid
- 5 Social and recreational activities
- 6 Housing
- 7 Religious activities
- 8 Student publications
- 9 Extra-instructional activities
- 10 Intercollegiate and intra-mural activities
- 11 Health activities, mental and physical
- 12 Discipline
- 13 Placement and follow up

In all cases it is necessary that all activities be non-credit. When we consider this vast area, perhaps, we too will say that "Personnel Work is the duty of the whole faculty."



STATEMENT NUMBER 10

Mrs H B Owens

---

Health services involve two things. First the selection of those students who are mentally, physically and socially competent. Second making adjustments such as giving instruction in health matters, correcting defects, providing clinics for examination, observation and treatment, follow up conferences, and providing some means of hospitalization. Sex education which is too often tabu can well be included under this heading.

The housing program should include licensing off campus rooming and eating houses. Housing of the right sort should promote the intellectual, emotional, moral and social adjustment and development of students. To do this, the college should provide for personal safety, living and study comfort, creative leisure time activities, satisfactory table service, social life, responsible house organization of students, semi-privacy for social calls and others.

Definite effort to provide counsel or guidance for students can well be done by having regular consultation hours. The one important thing to safeguard is the privacy and confidence of the student-adviser interview.

Records are the foundation of other student services. They also serve as material for research. There are three types of records, the academic records kept by the Registrar, the cumulative case history of the student, also kept by the Registrar in conjunction with the academic record and special detailed records as health, housing, and finance which are kept by persons other than the Registrar.

The final student services are employment and financial aid. Several ways by which employment may be increased and finance provided are by operating the entire college or a unit in the college cooperatively, by having a work year of various types, by selecting and placing students in off campus jobs, by N Y A and campus employment, or by loans and loan funds.

To say that "These fields require Specialists" I am sure is all too obvious to each of us.

May I emphasize the original statement by repeating, "The principal areas in which a college should serve its students are health, housing, counseling, finance, records, and employment. These fields require specialists."



STATEMENT NUMBER 11

H E Fuller

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I assume that the author of statement number 12 used as his basis the possibility and probability of the effect upon the average male student and not the exception. We shall discuss this statement in terms of the average and not the exception.

When the young man enters college he knows very little, if anything about the primary and fundamental arts of good housekeeping. His has been a life in the out-of-doors, plowing the fields and picking the cotton, shining boots and selling papers. The minute that he signs to live in the dormitory, he becomes in a great part, a housekeeper. His becomes a life of making the beds and scrubbing the floors, dusting the furniture, and checking the laundry. And, since he has had no special training in good housekeeping, and being in college where all things are done by the very best method, he accepts the standards and the methods of dormitory life as he accepts the new principles of higher mathematics, or the theories of more complicated sciences. His mind is as receptive to the filth or beauty of the dormitory as it is to the theories of the classroom. His character is punctured more easily by the shortcomings of the dormitory than it is plugged by the advances of the laboratory.

In short, the author of the statement suggests a more wholesome and scientific supervision of dormitory life in order that the teachings of the classroom will not be disfigured by the teachings of the dormitory.

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 \*\*\*\*\* GENERAL ACTIVITIES CALENDAR \*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\* at \*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\* PRAIRIE VIEW STATE COLLEGE - PRAIRIE VIEW, TEXAS \*\*\*\*\*  
 \*\*\*\*\*  
 \*\*\*\*\* 1938-1939 \*\*\*\*\*  
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1	Extension Agents' Institute	October 24-27
2	Guidance Conference	October 28-29
3	Area "Y" Conference	November 20
4	"Y" Leadership Institute	December 2-3- 4
5	Social Science Symposium	December 15-16
6	Waller County Teachers' Conference	December 17
7	Unit Short Courses for Farmers	January 3-14
8	Waller County Relief Day	February 22
9	Interscholastic Basketball Meet A & B Schools	February 24-25
10	Vocational Basketball Tournament Vocational Agricultural and Home Economics State Judging Contests and N F A Convention	March 2-3-4
11	Interscholastic Basketball Meet Class AA Schools	March 3-4
12	Conference of State Librarians	March 9
13	Tenth Educational Conference	March 10
14	Third Post Graduate Medical Clinic	March 13-17
15	Prairie View "Open House Day"	March 24
16	Southwestern Inter Collegiate Relay and Tennis Meet	April 7-8
17	Health Week	April 2-8
18	Annual Interscholastic League Meet	April 14-15
19	Leadership Institute (Presbyterian Church)	May 1-3
20	Institute for Mid Wives	May 4
21	General Institute -	May 29 June 2
	(a) Pastors	
	(b) Agricultural workers	
	(c) Home Making workers	
	(d) Jeanes Supervisors	
	(e) Trades & Industrial workers	
22	Graduate Symposium	June
23	School for Agricultural Agents	July
24	School for Teacher-Librarians	July-August
25	Institute for Community Co-ordination	July
26	Boy Scout Camporal	July
27	Southwestern Open Tennis Meet	July
28	School for Coaches	August
29	4-H Encampment	August
30	Farmers Institute	August